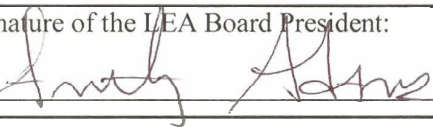**Attachment III**

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Stewart Elementary School	Mailing Address: 13120 Wildemere Street, Detroit MI, 48238-3336
School Building Code: 230	

School Building Contact for the School Improvement Grant
Name: Mary Wright
Position and Office: Principal
Contact's Mailing Address: 13120 Wildemere Street, Detroit MI, 48238-3336
Telephone: (313) 852-1450
Fax: (313) 852-1455
Email address: mary.wright@detroitk12.org

LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X _Robert C. Bobb_	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X _Anthony Adams_	Date: 2-22-2011

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Over a three-year period, males performed consistently lower than females in meeting state proficiency standards. In the 2009-10 school year, females scored 11% higher than males in reading. However in the 2009-10 school year, both males and females progressed in both areas of math and reading but are still performing below state averages. Major contributors to this gap are: attendance, suspensions, excessive tardies, and other home issues. However, there is an insignificant gap in attendance between the males (217 absences) and females (200 absences).

We also have a population of students with disabilities performing below state average. Only 23% of these students were proficient in reading and 35% proficiency in math last year. Our findings are that students have fallen through the cracks due to failure to diagnose learning difficulties. We also suspect that students who have not had preschool or kindergarten immediately fall behind. Therefore, Stewart staff believes that adding a PreK class would help to improve student achievement. A more profound focus must be attached to these youngsters, with an extra focus on reading and math.

Our school is centrally located in an area of vast impoverishment (91.7%) exacerbating educational standards. Most of the constituents of this community are experiencing limited health care, joblessness, extreme school drop out rate, limited math and reading skills, reliance on state subsidized incomes, with a higher than average rate of incarceration, and diminished social and cultural exposure which have an overwhelming affect on our students and our efforts.

Overall, teachers must be trained in more effective ways of reaching at-risk students. This can be achieved through the use of differentiated instruction, data analysis, small group instruction, and individual learning plans. Consequently, all teachers must receive professional development in these areas to enlist best practices for success among our students.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 3-8   Percent of Sub-group meeting State Proficiency
Standards

Group	Reading			Mathematics		
	2008	2009	2010	2008	2009	2010
Social Economic Status (SES)	43.3	43.5	57.2	41.6	50.7	54.6
Race/Ethnicity	44.2	44.1	56.5	39.8	51.9	53.8
Students with Disabilities	16.2	22.6	23.1	14.3	29.1	31.7
Limited English Proficient (LEP)	NA					
Homeless	NA					
Neglected & Delinquent	NA					
Migrant	NA					
Gender						
Male	46.1	44.0	51.2	39.3	58.6	54.0
Female	42.9	45.4	61.3	40.8	45.3	54.0
Aggregate Scores	44.5	44.0	56.5	40.3	52.1	53.6
State						

Sub Group Non-Academic Analysis

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	605	392	208		47				
Race/Ethnicity	633	409	218			7	0		
Disabilities	138	89	47						
LEP	1	2	0						
Homeless									
Migrant									
Gender									
Male	317	200	115		28	5			
Female	317	200	115		19	2			
Totals	634	400	230		47	7	0		

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	605		0			
Race/Ethnicity	633	20	0	642	50	20
Disabilities	138		0			
LEP	2		0			
Homeless	NA		NA			
Migrant	NA		NA			
Gender						
Male	325	10	0		25	10
Female	317	10	0		25	10
Totals	642	20	0		50	20

Enrollment and Graduation Data – All Students

Year: 2009-10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	49	NA	NA	NA	2		47
1	65	NA	NA	NA	2		63
2	64	NA	NA	NA	2		62
3	68	NA	NA	NA	4		64
4	60	NA	NA	NA	2		58
5	56	NA	NA	NA	1		55
6	84	NA	NA	NA	2		82
7	96	NA	NA	NA	2		94
8	99	NA	NA	NA	0		99
9							
10							
11							
12							

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-10

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	20	NA	NA	NA	NA
7	30	NA	NA	NA	NA
8	30	NA	NA	NA	30
9					
10					
11					
12					

*There is approximately 200 students enrolled in our extended day program.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

X General Funds ☐Title I Part A **X Title I Schoolwide** ☐Title I Part C ☐Title I Part D	**X Title I School Improvement (ISI)**	☐**Title II Part A** ☐**Title II Part D** ☐**USAC - Technology**	☐**Title III**
☐Title IV Part A ☐Title V Parts A-C	☐Section 31 a ☐Section 32 e ☐Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: School Improvement Grant in the amount of $179,000.00. **www.michigan.gov/schoolimprovement.**			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

A. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Stewart Learning Academy K-8 will utilize the Turnaround School Model. The leadership will be replaced and given operational flexibility over staffing, time, and budgeting to implement the plan. To implement this intervention model, Stewart will screen all existing staff and rehire no more than 50% of its current staff. This allows the principal flexibility to implement the comprehensive reform initiative to substantially improve student achievement. In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools", which includes Stewart Learning Academy K-8, that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Stewart will follow the district's plan for recruiting and retaining highly qualified, dedicated and committed staff in carrying out our Turnaround School Plan. This will be based upon a continuous improvement model comprised of the following key elements:

- Domain I. Planning and Executing Effective Instruction
- Domain II. Creating and Managing a Learning Environment
- Domain III. Maintaining a Professional Learning Community Through Teacher Leadership

There have been two meetings held, September 29 and October 1, 2010, to begin the ongoing process of building a collaborative and achievement focused culture for our school. Additionally, the Instructional Leadership Team meetings are set for every 2nd and 4th Wednesday, School Improvement Team meet every 2nd and 4th Friday, Weekly Wednesday staff meeting and Grade level and content areas meet bi-weekly. See attachment A.

Stewart staff agreed that changing the existing culture to a unified culture requires a commitment to developing a climate and culture focused on collaboration and to doing all that is needed to protect and increase instructional time and to dramatically, visibly and measurably raise student achievement. To ensure this, Stewart staff has committed to

a series of change strategies to work with school leaders to develop a collaborative and achievement focused school climate. Change strategies to enable our improved school climate include:

- Providing an extended school day, an extra 30 minutes, to increase learning time in order to support the academic growth of all students.
- Improving instruction through on-going and job-embedded professional learning that is focused on the implementation of research based instructional strategies proven to impact student learning.
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices.
- Monitoring and measuring changes in professional practice through the continuous use of technology, classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support.
- Developing strategies for improving student absences through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance.
- Providing incentives for perfect attendance of our students by opening a token gift store.
- Adding pre-school to strengthen early learners which will lead to greater achievement.
- Retaining the after school program, I Thrive, through the Northville Christian Church of Northville, Michigan.

Because instructional time is often lost due to suspension and transience, as well as absences, the staff agrees to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for students' behaviors from day one, including supporting a clearly defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time.
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time.

- Ensuring teachers follow district-pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools.
- Monitoring paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques where necessary and to point out positive results, with ongoing adjustments.
- Having a clear and defined discipline policy in place that is presented to our parents and students at the beginning of the school year during parent orientation.

B. Explain the district and school's ability to support systemic change required by the model selected.

The administrator and staff have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, our school's Turnaround partner, Stewart has the ability to make significant and sustained changes in teaching and learning. The District in collaboration with the Detroit Federation of Teachers negotiated a shared decision-making process as part of the collective bargaining agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

Additionally, to further the connection between academic achievement and school performance, a school based performance will be offered. Criteria and benchmarks for school-base performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate Yearly Progress and provisions identified by the No Child Left Behind.

There is a strong belief within the school community that all students can succeed. Our motto is "Learning to be the Best I can be". The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less. A leadership team consisting of all grade levels will use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the turnaround school's staff, the principal will build capacity for collaboration. In a collaborative effort, we will partnership with Teachscape to create a job-embedded culture of professional development. Stewart's staff will be prepared to apply research to decision-making, using strategies appropriate to the intended goal.

Based upon our high expectations and enhanced capacity, Stewart will build on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for all Students**
  Achievement-focused instruction will be supported through the strategic deployment of four instructional specialists-two assigned to PreK-5 (one math, one reading) and two assigned to 6-8 (one math, and one reading) to support the middle school. The specialist will demonstrate the ability to use research-based strategies to improve reading and math instruction and raise student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists. Sufficient time for achievement-focused instruction will be supported through instructional "blocks": a solid 90 minutes block of math instruction and a 90 minutes block of language arts instructions.

  In addition to our regular schedule, we will provide an extended day program for strengthening and increasing academic achievement.

  To ensure that improved instruction is effective for all students, an aide will be assigned to each classroom to help facilitate small group learning and differentiated instruction. Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention; ensuring these youngsters are educated in the least restrictive environment. Instructional specialists and the administrator will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff and grade level meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

  All teachers will work collaboratively across grade levels to increase student academic skills in core areas. By collaborating relative to their interest and expertise, the teamed teachers will help ensure effective instruction in these core

areas. Their instructional approaches will be supported through Teachscape's library of effective literacy and mathematics practices, activities and research throughout each grade level.

- **Promoting Relevant Parent Engagement**

  As a part of the Comprehensive Needs Assessment, Stewart recognizes the number of families hurting in the area because of job losses. Students are not exempt from family stress. Stewart instituted a weekly meeting with parents called Strengthening the Village to help parents cope with their stressors. This parent meeting was instituted three years ago, led by our school social workers. Our in house Family Resource Center social worker from the state (Department of Human Resource) is a viable member of our school. She also assists with issues our parents are dealing with on a daily basis. The existing capacity will be strengthened through Teachscape's work around achievement focused on parental engagement.

- **Addressing Social and Emotional Needs**

  In addition to scaling existing after school tutorials, focused on providing extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include dance, drama, art, academic games, and a variety of clubs. Our partnership with the I Thrive program through Northville Christian Church will continue. This program offers a variety of activities to our children such as music, art and craft, and other hands on activities as well as mentoring.

  The causes for our students' absences vary. Stewart will utilize the Blackboard Connect system to track student attendance. The school nurse, through Henry Ford Hospital (clinic housed in our building), provides medical care and comfort, allowing many students to remain in class, rather than being sent home for slight illnesses. We also have in place the SKIP (Saving Kids of Incarcerated Parents) and Don Bosco Hall's Youth Assistance Program (YAP). Both programs provide mentoring for at-risk students.

  Research has shown that by grade two, a number of at-risk males begin to act out and by grade three many are labeled special education. Since the merger of the new Stewart, we have instituted gender-based classes beginning in grades four through grade eight. However, based on research, we will institute an all male third grade classroom to transition these boys into a nurturing, learning

environment because research has shown that if we can turn this behavior around in grade three, the boys have much greater success, both behaviorally and academically.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on-experiences with real artifacts and original sources. Field trips will help low income students make connections between community and their family and culture, and develop prior knowledge leading to higher involvement in the classroom. Field trips will further provide students with hands on experiences, enhancing science, mathematics, and reading. These trips will include but are not limited to the following: Henry Ford Museum, Imax Theatre, Detroit Zoo, Toledo Zoo, Detroit Cultural Center, African American Museum, Wayne State Nature Center, Upland Hills, Green Field Village, camping, city council, Michigan State House of Representative, etc.

Structures for these are in place, and will be strengthened to support systemic changes.

Evaluative Components

There are two evaluative components to the way that teachers are evaluated in Detroit Public Schools. The first is the Teacher Development and Evaluation Rubric and second is district and state-wide assessments.

The District has developed a new evaluation process for teachers and leaders that is based on the following:

1. a set of professional standards that define effective teaching and leadership
2. student achievement outcomes
3. continuous improvement and accountability

The Teacher Development and Evaluation Rubric
To ensure that we are assessing quality teaching in the classroom with the most rigorous standards, Detroit Public Schools will weigh a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation Rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

The rubric is divided into three "domains". Each domain refers to a particular subset of skills required to be an exemplar teacher. The three domains are:

I. Planning and Executing Effective Instruction
II. Creating and Managing a Learning Environment
III. Maintaining a Professional Learning Community through Teacher-Leadership

Each of these domains contains a subset of actionable competencies, measured on a scale of 1-4 from "Apprentice" to "Distinguished". Because this rubric is focused on teacher development first and foremost, each competency also contains a section entitled "Recommended For Professional Development", providing teachers with suggestions for development opportunities if they need work in a certain area. Lastly, the rubric contains a column entitled "examples of evidence" which provides guidance to teachers, principals, mentors, and others about what they should observe in a classroom to ensure the rating is sufficiently rooted in evidence.

Incorporation of Standardized Assessments

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 40% of a teacher's evaluation score.
MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess *improvement* over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.
In instances where it is not possible for students' scores to be included (non-testing years, subject areas that do not included in MEAP testing or district benchmark assessments), the Teacher Development and Evaluation Rubric will be weighted at 80% and teacher-assessed student achievement data (to be agreed upon by the principal and the teacher at the beginning of the year) will be weighted at 20%. In cases where the MEAP/MME testing-cycle presents challenges to incorporating standardized scores into teacher evaluations (e.g. first-year teachers), the district quarterly benchmark assessments will serve as sufficient.

Teacher Evaluation Process

The Detroit Public Schools Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process all teachers, principals, and peer evaluators must complete training on the evaluation process.

Component 2: Orientation
Within two weeks of a teacher's first day of work in, any school year, the principal will provide the teacher with a copy of, or directions for obtaining access to a copy of:

A. The Rubric for Evaluating Detroit Public School Teachers;
B. This policy; and
C. A schedule for completing all the components of the evaluation process.

Component 3: Teacher Self-Assessment
Using the Rubric for Evaluating Detroit Public School Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference
Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating Detroit Public School Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lessons. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations, but may be requested by the teacher and/or principal.

Component 5: Observations
A. A formal observation shall last at least forty-five minutes (for self contained
   classrooms) or an entire class period (for rotating classes, i.e.
   middle and high school).

B. Probationary Teachers
   1. The principal shall conduct at least two formal observations of all
      probationary teachers.
   2. A Peer Assistance Review (PAR) consultant shall set the guidelines and
      timeline of the program.

During observations, the principal evaluates the teacher's performance on the Rubric for Evaluating Detroit Public School Teachers.

Component 6: Post-Observation Conference
The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and

teacher shall discuss and document on the Rubric strengths and areas for improvement observed during the teacher's lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form
Prior to the end of the school year and in accordance with DPS timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Individualized Development Plan, the components of the Detroit Public School Teacher Evaluation Process completed during the year, classroom observations (both formal and informal), artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the Detroit Public School Teacher Evaluation Process, the principal shall:

A. Give a rating for each Element on the Rubric
B. Make a written comment in any Element marked "Apprentice"
C. Give an overall rating of each Domain in the Rubric
D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form
E. Review the completed Teacher Summary Rating Form with the teacher and,
F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Individual Development Plans
Teachers who are rated at least "Apprentice" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Development Plan designed to improve performance on specifically identified Standards and Elements. An Individual Development Plan shall, at minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency.

Peer Assistance and Review (PAR)
A teacher shall be referred to the PAR office whenever he or she is rated "Apprentice" in **two or more** domains on the teacher summary rating form.

Beginning Teachers
Effective 2010-2011, all beginning teachers will be mentored by a Peer Assistance and Review Consultant for at least 2 semesters.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as "Proficient" on all five Detroit Public School Professional Teacher Domains on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

- **Providing Data-Informed and Job-Embedded Professional Learning**
  While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. During these provided periods, student work will be examined, instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards, will support the teacher's work. Session notes and attendance will be taken at each meeting and saved in a binder in the office by grade level. The school will function as a collaborative professional learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade level meetings or as part of faculty meetings, and will follow this up with observations, using the Classroom Walk Through tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively. Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement and sustain these practices on their own.

Years Two and Three – Response To Intervention development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing School wide Data**
  In addition to screening, school leaders and Teachscape partners and data analysis coach will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

  To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

  Once the data systems are developed, the instructional leaders and partners will identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**
  The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

  Teachscape staff along with the math and reading coaches will support the school staff in using these materials with fidelity by helping to unpack the MDE and Common Core standards; align the curricula horizontally and vertically with the standards; pace the curriculum relative to district guidelines; provide opportunities for extra practice and enrichment; and develop lesson studies focused on the aligned curricula.

  Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula are aligned vertically to standards, Teachscape partners will provide access to their curriculum alignment tool. Professional learning workshops will be offered to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student. Leaders, with support from the Teachscape partners, will use the CWT tool to monitor and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**
  Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring of the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provides a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, TRC, Burst, Star Reading, Star Math and others.

  The Stewart staff has committed to using ongoing formative assessments to monitor student progress relative to goals, instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**
  Tier I instruction is designed as highly effective instruction for all students. Implementing this will rest on effective approaches to differentiation.

  The Stewart faculty is committed to addressing student needs by differentiating instruction relative to delivery, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

  Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will

submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional development that is driven by data and provided through both workshops/seminars, professional learning communities (PLC), job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging <u>volunteer</u> teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Stewart faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through staff training using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Stewart staff and their Teachscape partners are committed to providing a tiered instructional approach. This approach is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently. The staff will engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

Beginning in Year Two, Stewart and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve instructional practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

In efforts to provide innovative changes in learning, the staff must address challenges that currently exist. It is our goal to secure adequate funding to provide our students with up to date learning environments with the appropriate technology for full implementation. Technology must be updated to include computers in classrooms as well. Stewart is in need of all technology such as smart boards and laptops. Airliner wireless slates allow students to interact with information from their seats. Teachers gain mobility, along with the ability to pull up saved lessons if re-teaching a concept is necessary. This technology fits well with our differentiated and tiered learning approach, engaging students in all subject areas. Therefore, students need individual laptops to gain access to technology and instructional and online supplemental activities provided.

Currently, only teachers have been provided Net books designated for Data Director, Learning Village, synching DiDels data, and accessing Glory Math. With all

these things in place, Stewart Learning Academy K-8 will mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

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4. School Improvement Intervention Plan—5 page limit
Describe in narrative form the building plan for implementing the intervention model selected.

School Improvement Intervention Plan

Effective leadership is a key factor in the success of the school. Leadership is seen not as the sole responsibility of the administrator, but with the combined efforts of administration and the Instructional Leadership Team. The tasks that they are charged with are comprehensive, involving the shaping of the school culture, engineering and supporting staff development, and being a visible presence.

Teachscape will provide the staff and Administration at Stewart with much needed Instructional strategies. As a result of the SIG grant, Stewart will focus on a variety of interventions which will provide students with a rigorous learning experience such as:

- **Providing ongoing professional learning-** Teachscape is collecting all school data to develop a program that is unique to the needs of Stewart. The professional learning is guided by the varied rich tools that are evidence based and practiced focused. These tools include but are not restricted to the following:

- **Video resources**-best practice videos to show the evidence-based practices in action in the classroom/teacher reflections to promote a fact-based understanding of the features teacher instructional decisions.

  Text resources to deepen content knowledge- background material focused on building background knowledge and the featured pedagogy/supportive research that develops understanding of the practice /classroom resources that support differentiation of instruction, assessment of student work and activities to build understanding.

  Graphic Model- Illustrate key ideas and deepen content knowledge for teaching.

  Communication and collaboration tools- to provide a forum for the teachers at Stewart to collaborate on practices, how to implement staff development programs, share research based strategies and analyze data for instruction.

The professional learning resource Library has been developed to inform and focus the professional learning activities for instructional leaders and teachers. The learning resources will lay the foundation for a common dialogue, knowledge base and evidence based strategies that create an environment that fuels student achievement.

Develop leadership-focused Professional Learning Communities to share best practices and solve common problems of practice. To overcome the perceived isolation of leadership, Teachscape conveys monthly cohort meetings. This includes the Stewart and principals of the other partnership schools.

Each month cohort meeting are scheduled for a full day and the focus is on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across the schools, sharing successes, discussing challenges and planning together to solve common problems of practice. During the monthly professional development meetings, Teachscape is serving to inform and focus on the professional learning activities for instructional leaders and teachers. The learning resources lay the foundation for a common dialogue, knowledge base and research strategies that create an environment that fuels student achievement.

Promote professional development based on data. A component of a strong instructional body is the ability of the leadership team to identify and address the professional needs of the faculty. Teachscape provides monthly professional development meetings for the Instructional Leadership Team which continuously provides communication on how to properly conduct classroom walkthroughs. Data gathered from Classroom Walk Through is analyzed to identify areas of need based on Blooms Taxonomy. Teachscape has provided individual elbow to elbow professional development to members of the ILT. This trainer to trainer process will allow members of the ILT to provide in-house professional development for Stewart staff that will be ongoing. These collaborations will allow us to not only continue providing professional development, but also bring in experts in the areas of need that have been identified through the Classroom Walk Through such as Differentiated Instruction. Creative scheduling has allowed staff to meet bi-weekly in grade level groups and cross curricular as part of our Professional Learning Communities. These combined initiatives will improve instructional practices which will lead to increased student achievement.

The staff will participate in rigorous instructional practices provided by the evidence found in the data gathered from the Classroom Walk Through that aid in the increase of proficiency in the areas of Reading and Math for all the students. We will all gain a clear understanding of what constitutes a quality of student work. Stewart staff and leadership over the next three years and beyond will continue to use data obtained from assessments, weekly, state and district wide tests such as Quarterly Benchmark tests, Reading and math assessments, DIBLES, TRC and BURST, parental input and data from computer

based programs as well as evidence based intervention that have proven to be successful with struggling students.

 Wilson's Reading is an evidence based intervention designed to show student improvement in reading comprehension and word recognition. ELA teachers in grades K-8th will use the strategies of Wilson's Reading to improve the reading levels of students. Based on the evidence of this program over the next 3 years and beyond, it is expected that the students' reading will show great improvement in the areas of comprehension and word recognition, increased assessment scores, MEAP scores and reading levels will be aligned with the appropriate grade level of the students.

In order for this program to be effective, staff will attend after school and possible Saturday Professional Developments to be trained and familiarize ELA teachers with the Wilson Reading strategies by a trained Wilson Reading consultant.

Project Read is another evidence based program proven to be very strong in reading comprehension and word recognition. English Language Arts (ELA) teachers will meet and assess reading scores of students in the 1st through 8th grades. These teachers will attend Project Read trainings in order to become familiar with this program. This training will be provided by a Project Read Consultant to all ELA teachers. Evidence reviewed by ELA teachers who assessed the reading scores of those students who had been taught using Project Read and Wilson's Reading strategies showed an increase in word recognition, comprehension and reading levels.

As these programs are being implemented, ELA teachers will base students' by accessing data resulting from formal and informal classroom assessments, district assessments, Dibbles, MEAP and students' overall reading levels in the districts reading series of Open Court and Story Town reading materials. Student work and responses will be examined by several ELA teachers and assessed using the reading rubric.

 These proposed activities will allow students the ability to develop Best Practices in reading. These practices will improve word recognition, comprehension and students will progress to their reading grade level and higher. Students will also be able show an understanding and appreciation of various genres so that they will become lifelong readers.

Instructional planning is focused upon ensuring student success. Instructional practices are designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences. In terms of Best Practices, professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Glory Math and Accelerated Math - are evidence based interventions that use the internet. These programs aid in the improvement of mathematics skills. These programs offer assessments and activities that will promote growth and training in math. All math teachers will have several collaborative meetings and research the best math practices to use in the classroom. Math Data Analysis Meetings will be held to discuss MEAP scores indicative of students' weaknesses and strengths. Professional development will be planned to address the weak areas.

All Math teachers meet across the grade levels to collaborate and participate in workshops. Teachers show student's work to one another and discuss different strategies for student success and best practices. All math teachers at Stewart will continue to receive professional development on Glory Math by Glory Math consultants. A Glory math consultant has provided professional development to staff and an on-site staff member is in-house to provide additional training and instructional support.

The administrator and Instructional Leadership Team will use Teachscape's Classroom Walk Through to measure and determine the effectiveness and implementation of instructional strategies and professional developments on student achievement.

Developing professional learning communities focused on shaping and sustaining a culture of high expectations will be the goal of the Administration and staff here at Stewart. We've developed common classroom-assessments and classroom based routines and practices which creates an environment where achievement is the main focus for all of the students. The leadership team will implement common preps and plan workshop retreats.

Support in helping to obtain our goal will also involve the parents. Parent workshops will be designed to engage parents in the process of developing a school environment that promotes a safe and orderly school. Parent workshops as facilitated by Human Services of the Family Resource Center, the Social Work Department, LSCO and Neighborhood Legal Services, Project Seed and Henry Ford Clinic will provide parents with opportunities to be a voice as well as being informed of the practices that create student improvement.

To ensure the **Effectiveness of Instructional Strategies**, Teachscape will assist Stewart in learning and applying the evidence–based strategies to improve instruction, monitoring through classroom walkthroughs, consistent interpretation of data, and developing a system of self-evaluation for all staff. The Data Coach, Teachscape and Stewart will work collaboratively to develop a structure for integrating the various data reports. The assessment of data will be used to identify student-learning needs, develop individual learning plans and inform instructional groups. The collection of data is currently

collected through standard state assessments (MEAP), DIBLES, benchmark assessments, and teacher created assessment tools. Stewart currently utilizes content and grade level meetings to assess data, and Learning Village to analyze and interpret the data in determining teaching strategies and focus. The use of data is critical to the success of a high achieving school. Our focus is no longer determined with learned opinions but with facts based on the data.

In order to promote the use of formative assessments to inform teaching practice, Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: class work, homework, projects, discussion and teacher-made tests.

In order to **Optimize Learning Opportunities,** Teachscape in consolidation with Stewart will research and develop systems and programs that increase learning time that may include outside tutors, reorganization of time on task, cooperative grouping, and professional learning communities.

By extending the school day by an additional 30 minutes, teachers will be able to focus more intensely on strategies to improve in reading and math.

To ensure the effectiveness of restructuring, Teachsacpe will assist Stewart in learning and applying the research-based strategies to improve instruction. Close monitoring through Classroom Walkthroughs, consistent interpretation of data, and developing a system of self-evaluation for all staff will be implemented.

As a result of the development of the Instructional Leadership Team, the staff and its Administration over the next three years will continue to enhance as well as improve the learning environment of the student body, thus allowing for improved teaching, learning, and success. Stewart is making a concerted effort to ensure that all students have a clear understanding of what they are studying and what the level of academic achievement must be in order to be successful. The administration and staff believe that all students can succeed. A spirit of collaboration, inquiry, risk taking and reflective practice is embedded into the school culture. The school functions as a collaborative learning community in which every member will contribute to whole-school improvement, including teacher development and increase student achievement over the next 3 years and beyond.

5. External Provider Selection
Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Teachscape was selected from the MDE pre-approved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Stewart Learning Academy staff will use human and community resources to address the social and academic needs of our students. Our intervention selection will focus on improving instruction through the assistance of Teachscape, our service provider. The following resources will be aligned to support implementation of our intervention selection.

Collaboration with Parents

Stewart plans to continue establishing focused parent activities, and with the collaboration of faculty, parents, community groups, and turnaround partners, will have all the needed ingredients for success. Funding for this would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. The important outcome from increased parent activity is helping the parents promote and support the academic achievement of their children.

To enable this, the Stewart staff will educate our parents so they understand what the school and their children need. We will work together to teach parents how to help their children with literacy, math, learning skills, and appropriate school behavior. A committee will be formed to write a revised parent handbook. This handbook will consist of hands-on activities for parents to participate in on Saturdays or during evening hours. Parents will be visible in the school and their support will be verifiable through increased attendance at parent-teacher conferences, open houses, school programs, and as volunteers. Through our collaboration with parents, an attendance policy will be developed in order to maintain a 90% attendance rate for our students.

Stewart will also host multiple opportunities for parents to experience school-based events that promote engagement, involvement, and enrichment. Such events include:

- Monthly parent participation activities
- Communities in Schools meetings
- Parent workshops (Neighborhood Legal Services and Project Seed)
- Monthly written communication
- Weekly parent participation

We recognize that collaboration with parents is essential to the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them.

Brother Rice High School
Stewart school's partnership with Brother Rice school, promotes literacy among our students as well as provide insight on the steps they need to take towards academic success. The high school students read stories and provide books for every student in our school. Brother Rice students also engage in Q & A discussions related to academic success with our students. In order to ensure alignment of this program with our intervention selection, Stewart school leadership team will collaborate with Brother Rice administrators to provide books of varied readability in every grade. The partnership will help the school to improve reading fluency and standardized test scores.

"I Thrive"
The Northville Christian Assembly Church "I Thrive" program provides enrichment activities such as music, dance and art to our students two days a week. The teachers are able to work collaboratively with the program volunteers in efforts to recognize the gifts of all our students. Research shows that teachers who differentiate instruction based on the multiple intelligences experience higher levels of achievement from their students. Stewart's partnership with the church allows teachers to use research based instructional methods to help every student learn.

Henry Ford Health System
Student attendance is a major concern of our school. Our partnership with the Henry Ford Health System ensures that our students remain healthy and continue to stay in school.

Metropolitan Baptist Church
Metropolitan Baptist Church provides academic incentives for students maintaining outstanding academic achievement throughout the school year. The church awards honor students with certificates in a special ceremony held at the church at the end of the school

year. We believe it is important to recognize the efforts of our students so that they will continually strive towards academic success.

Don Bosco Hall
Many of the students at Stewart need extra guidance in making right decisions. The Youth Assistance Program, (Y.A.P.) provided through Don Bosco Hall supports our school by providing mentors who teach our students how to resolve conflict. Students are able to focus on learning rather than struggle with social issues that can affect their learning.

Hope United Methodist Church
The Saving Kids of Incarcerate Parents (SKIP) program provides mentoring to students with incarcerated parents. The students have shown decreased interest in learning due to a lack of academic support from home. The mentoring program contributes positive learning experiences such as field trips, discussions and coping skills that are necessary for our students to be successful.

Vernon Chapel A.M.P.C.
Stewart school's partnership with Vernon Chapel helps to provide our students with some of the necessary supplies they need for learning. The church donates supplies such as pencils, pens, book bags, binders, notebooks and paper. Many students come to school unprepared for learning because they cannot afford school supplies. This partnership ensures that all our students will be prepared and ready to learn.

Conflict Resolution
Stewart school was chosen to participate in conflict resolution workshops sponsored by Neighborhood Legal Services. These bi-weekly workshops give our students the opportunity to identify, analyze, and develop alternative options to verbal and physical conflict.

Inside Out Literacy Program
The Inside Out Literacy Program introduces students to creative writing through poetry. The program has placed "Writers-in-Residence" in our school to assist students with their creative expression as well as with their basic writing skills. The Writers-in-Residence instruct the students once each week in various techniques for writing poetry. They also

involve the students in developing artwork that will be included, along with their poems in a published poetry booklet.

Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a three-year comprehensive improvement plan designed to develop the critical aspects of three overarching areas:

1. ***Strengthening instructional leadership*** to mount, support, and sustain a continuous improvement process that informs rigorous, achievement-focused instruction, and the school climate and culture needed to support teaching and learning that is truly effective
2. ***Instituting a pervasive data culture*** to inform multiple, integrated processes that guide, support, and sustain continuous improvement to include the identification of short-term instructional and operational goals, using the CWT data collection tools to identify use of effective strategies and inform instructional action and monitor progress in a continuous improvement cycle
3. ***Building the capacity of classroom teachers*** to design, develop and deliver rigorous, standards-focused and engaging instruction

These three areas will also serve as levers of change, guiding the processes and outcomes of the partnership as a whole.

We will rely on our partnership with the community, parents, and improvement partners to support our efforts to get our children to school and to keep them in school. Our aim is to provide the necessary resources for students and their families that help to ensure that school attendance is a priority and one that can be met by unblocking the impediments that keep our children from getting to us each day.

All of the programs described above support the implementation of Stewart school's intervention selection. Teachers will be able to deliver rigorous instruction without the impediment of social issues that can hinder student success.

7. Modification of local building policies or practices
Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The administrator and staff have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change

in teaching and learning. The leadership will be replaced and given operational flexibility over staffing, time, and budgeting to implement the plan. In order to implement this intervention model, Stewart will screen all existing staff and rehire no more than 50% of its current staff. This allows the principal flexibility to implement the comprehensive initiative to sustain improved student achievement. The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language under "Priority Schools", which includes Stewart learning Academy K-8, that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Per the agreement between the District and Priority School staff, members of the priority schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority

Stewart follows the district's plan for recruiting and retaining highly qualified, dedicated and committed staff in carrying out our Turnaround School Plan. This is based on a continuous improvement model comprised of the following key elements:

- Domain I. Planning and Executing Effective Instruction
- Domain II. Creating and Managing a Learning Environment
- Domain III. Maintaining a Professional Learning Community Through Teacher Leadership

Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

Additionally, to further the connection between academic achievement and school performance, a school based performance will be offered. Criteria and benchmarks for school-base performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate Yearly Progress and provisions identified by the No Child Left Behind.

There is a strong belief within the school community that all students can succeed. Our motto is "Learning to be the Best I can be". The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in

expectations of excellence and a refusal to accept anything less. Stewart K-8 has established a leadership team consisting of all grade levels in order to use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the turnaround school's staff, the principal will build capacity for collaboration. In a collaborative effort, we will partnership with Teachscape to create a job-embedded culture of professional development. Stewart's staff is prepared to apply research to decision-making, using strategies appropriate to the intended goal.

Based upon our high expectations and enhanced capacity, Stewart builds on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

8. Timeline
Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

The following timeline table offers a view of the commitments the Stewart staff has made to understand the use of data and to apply data to inform teaching and learning.

Meeting	Timeline	Persons Responsible	Participants
Success line "Looking at Data"	September, 2010 On-going	Instructional Specialists and Teachscape	Administrator, Teaching Staff
School Improvement Team	On-going	Administrator, Teachers, Support Staff, Parents	Administrator, Teachers, Support Staff, Parents
Instructional Leadership Team	October, 2010 On-going	Grade level & Subject area Teachers	Teachers

Classroom Walkthroughs	November, 2010 On-going	Grade level & Subject area Teachers	Teachers
Item analysis (MEAP & Quarterly Assessment)	Quarterly On-going	Administrator, Teachers, Instructional Specialists, Teachscape Wayne RESA	Administrator, Teachers, Instructional Specialists, Teachscape Wayne RESA
Wednesday Staff Meeting	Weekly On-going	Administrator, Teachers, Teachscape	Administrator, Teachers, Teachscape
Parent-Teacher meetings/ Conferences	Quarterly On-going	Administrator, Teachers, Support Staff, Parents	Administrators, Teachers, Support Staff, Parents
LSCO Meetings	Monthly	Administrator, Parents, Teachers, Teachscape	Administrator, Parents, Teachers, Teachscape
Grade Level Meetings	Every 4th Wednesday and Friday On-going	Grade Level Team Instructional Leadership Team	Grade Level Team Instructional Leadership Team
Accelerated Reading & Math Assessments	On-going	Teaching Staff	Teachers, Students
MIBLISI (DiBels & Burst) TRC	Quarterly On-going	Teaching Staff, Reading Specialist	Administrator, Students & Teaching Staff
Grade Level Teams(Looking at	Twice Weekly	Administrator,	Teachers

Student Work)	On-going	Teachers	
MEAP Review	September, October 2011 On-going	Administrator, Teachers, and Teachscape Wayne RESA	Parents, Teachers, Students, Teachscape and Wayne RESA
Classroom Math Assessments	On-going	Teachers, Math Specialists	Teachers & Students
Grade Level Content Expectations	Fall and Spring On-going	Administrator, Teachers	Teachers
Planning and developing Outcomes	September, 2010 On-going	Teachers, Staff, Administrator, Teachscape	Teachers, Staff, Administrator, Teachscape
Professional Development	September, 2010 On-going	Teachers and Specialist (Reading & Math)	Administrator and Teachers
Video Resources to promote effective teachers/Self Reflection	January, 2011 On-going	Administrator and Teachscape	Teachers and Administrator
Extended Day Tutoring	September, 2010 On-going	Teachers and Administrator	Teachers and Administrator
Extended School Day	September, 2011 On-going	Administrator, Teachers, Staff	Administrator, Teachers, Staff, Students
Evaluation of each Implementation Item	On-going after each activity	Instructional Leadership Team SIG Coordinator	Teachers and Teachscape

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	59%	65%	78%	98%
Mathematics	63%	69%	79%	99%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Stewart also collaborated with the District and Teachscape in preparing the School Improvement Application.

11. Sustaining Reforms
Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Stewart school has identified interventions that will improve student achievement. These interventions include the addition of reading and math evidenced based intervention to immediately address those students who are not on target in the elementary level, and those students in the middle school who are not achieving grade level proficiency in math and reading. "Children who are identified as poor readers in the 1st grade are more likely to remain poor readers in the fourth grade (Juel 1988). In light of the fact that only 32% of 4th grade students were proficient on the NAEP in reading in

2003, early and intensive reading instruction must be a priority for our school, particularly for those that serve at risk populations. (National Center for Educational Statistics)

The goal is to identify students through the use of our current assessment tools (MEAP, Quarterly Benchmarks Tests, Dibel, Bursts) to assess and increase student achievement. These students will participate in small group instruction with specific skills targeted. To sustain this effort, students not meeting basic standards will be identified to participate in an extended day program. A secondary benefit may be the reduction of those students who require special education services. With the utilization of the Data Coach, within our partnership with Wayne Resa, our staff will become more proficient at reading and analyzing data, and making instructional decisions based upon best practices. Stewart is also examining the restructuring of its academic program where classes are designed based on student need. The continued use of classroom walkthroughs will provide data on the learning environment, giving valuable information and data on the pervasive strategies used in the classrooms and there impact on student achievement.

A factor in our not meeting Adequate Yearly Progress is based upon our attendance issues. Our goal is to contract for the services of an individual who can address attendance. This may be achieved through extended hours for a current attendance officer or a designated individual on staff. We hold to the position that in order for our students to achieve at a higher level their attendance here is mandatory. The individual in this position will develop a system of tracking and monitoring students who have developed a history of absences, conduct home visits for chronic absences, identify the causes of absences (illness, suspension, other), work with the Instructional Leadership Team for alternatives to suspension and be a liaison for the home and school.

In order to continue this initiative, the expectation is that will we ultimately utilize the Blackboard Connect system that is currently in use in some Detroit Public Schools. Alternatives to minor disputes or offenses will be developed to reduce absences due to suspensions. This may include an in-house suspensions room, or after-school detention, peer mediation, and conflict resolution. Because these initiatives will include math/reading study time, they can be budgeted within our extended day program. Staff development will also include teaching strategies that maximize learning as it decreases disruptions.

A school leadership team (Instructional Leadership Team) has been established to formulate policy and ensure its implementation, with its focus on staff development, building the leadership capacity of the school as it pertains to student achievement. The Instructional Leadership Team is participating in professional development with Teachscape and Wayne Resa. They are designed to strengthen the leadership skills that

promote teacher effectiveness and ultimately student achievement. This team will continue using our school data as well as evidence based intervention strategies to provide professional development to all staff.

Evidence based professional development is also key to building teacher effectiveness. Stewart school will participate in professional development that strengthens our capacity to utilize our current and new technology, including the Netbooks. Training in instructional strategies, reading and analyzing data, and the use of smart boards and smart tables are indicated as a need within our staff to fully utilize the potential of this initiative.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal- As determined by the district, the principal of Stewart will be replaced for 2011-2012 School Year.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs. Staff will be evaluated as to their competencies according to district/union guidelines. This includes participation and implementation of Professional Development, maintain requirements of the position, and utilizing the teacher evaluation process that includes training, observations, and teacher-self assessments.

3. Screen all existing staff and rehire no more than 50 per cent. Staff will be interviewed by a team consisting of a DFT personnel, Principal, and area superintendent and Central Staff. The process will be completed according to district policy. As allowed under district policy, the ILT will develop interview questions that address the turnaround plan developed by Stewart.

4. Select new staff. New staff will participate in the interview process according to district policy. The newly assigned principal is responsible for the selection of new staff, after interviews have been appropriately completed.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions. The instructional leadership team will research the best practices for promoting teacher effectiveness. With the implementation of these practices, the school will develop a structure that recognizes the strengths and effectiveness of its staff, and promote the skills and talents that best meet the needs of our students. With the flexibility of seniority within the school, staff will be challenged and given the opportunity to create learning opportunities that improve students' achievement. Any school based incentive is based upon measurable improvements in student and staff attendance, performance on standardized tests, and attaining and/or maintaining Adequate Yearly Progress.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional programs and designed with school staff. Professional development that is aligned with our program and based on our data will be an ongoing part of our turnaround. Staff will also be surveyed to get their input on what is needed to strengthen the skills of our students. Professional development is evidence based intervention.

7. Adopt a new governance structure. The new structure may include a turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer. Stewart school has put in place an Instructional Leadership Team. It has been developed with the guidance of Teachscape. This structure has taken the lead in directing the academic progress of Stewart. The school will also hire a SIG coordinator who will monitor the implementation of the turnaround plan.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards. With the assistance of Wayne RESA, Stewart will receive a Data Coach. This individual will work with staff on how to read and analyze school data.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs. The data coach will take the lead in this initiative, providing the tools for teachers in the usage of data. This is an ongoing process for continuous use of data to drive instruction.

10. Establish schedules and implement strategies that provide increased learning time. The school under the direction of the district has implemented additional language arts and math learning time. This schedule will continue and be supplemented by extended day programs.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

The grant will provide for parent/student activities that enrich them and the community. This will include but not be exclusive of parent/student workshops, and opportunities for parent tutoring in math and reading.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
$179,000.00	$2,000.000.00	$2,000,000.00	$2,000,000.00	$6,179,000.00

Pre-Implementation

   Stewart school is currently in the process of allocating funds to begin implementation of our Turnaround plan. With the input of the staff under the direction of the Instructional
Leadership Team, the school is poised to begin professional development, and purchase technology and programs that enhance our academic programs. We are currently accessing funds granted through Skillman for professional development through Visionary Leaders. Our vision is to begin to build the commitment of our staff to this turnaround plan.

      A key component of our plan is to build a viable school team as we begin our first year of full implementation. To facilitate this process Stewart staff will participate in a series of workshops and professional development that will include a summer institute to develop the structure for our 2011/2012 school year. The focus of the institute is to set the tone for the new academic year. This will give us the opportunity to review and analyze the probable effectiveness of the plan, become more efficient in a technology based class room, and develop instructional strategies based upon high yield principal. It also allows for the discussion and buy-in of the newly selected staff, and provides for strategic planning and reorganization.

We will utilize the services of a current employee to provide follow-up for attendance problems that affect student achievement and Adequate Yearly Progress. As outlined in sustaining reforms, this position will enable the school to accurately identify and monitor attendance problems. A method will also be developed to track students and sustain this strategy long -term. They will also use the Detroit Public School Blackboard Connect System, which is designed to notify parents of student attendance. They will also train a designated staff person to continue the use of this system.

Our students will have access to a tutoring program through EMU that is associated with the Scholars English program geared toward our K-2nd grade students. This program develops language and comprehension with the use of a software program. Our intended development of a computer room for our elementary students will facilitate this program. A supplemental tutor that works with the staff and students is also available with this program. Our pre-implementation process will also include a SIG Coordinator/Manager whereas 50% of the time is spent on facilitating, coordinating, and monitoring all SIG activities along with the MDE designee,
parent workshops and incentives, the development of an arts and music program, and a mediated learning component.

Year 1 Implementation
The proposed funds will be used to further develop the culture of Stewart School. Monies will be utilized for professional development, parent involvement, increasing student achievement, monitoring attendance, purchasing technology, and providing students with programs that include the arts and academic challenges.

This year will see the initiation of the evidenced based interventions for our elementary and middle school students. There is a need for intervention in reading and math as indicated on our state and local assessments. New positions will be developed with four staff members needed to insure its success. These individuals will work directly with students who have been identified through standard and classroom assessments, as well as work with staff in developing programs that sustain the initiative beyond the funding.

Materials, that include technology, will be purchased to allow for the continuation, enhancement and improvement of instruction. Stewart currently has two computer rooms and we are looking toward the installment of Net books for our 6th-8th grade students. To prepare our younger students for this technology based age and its ability to expand the learning environment, a computer room for our younger students will be created. Our technology purchase will include the purchase of additional computers, smart boards, smart tables, and IPads. The purchase of software that can be imputed in our computers will be researched.

The learning environment has an impact on our students. Our building is 80+ years old. Within the bounds of the grant, we would like to see this structure brought up to code in all areas. This should also include the purchase of new furniture for each classroom.

Professional development, using sources that are proven to be successful will be a key element in our turnaround effort. It will be based on our needs as analyzed with our data. We will focus on achievement, discipline, parent involvement, and teacher effectiveness. These will occur monthly with teachers and support staff being paid a stipend when appropriate. The instructional leadership team will be responsible for the ongoing collection of data and follow-up as it pertains to the staff development. A number of initiatives will be developed to improve student achievement as our interventions are analyzed as to their effectiveness. This will create the need for additional services and programs for our schools.

With the elimination of the arts, our students are denied the opportunity to experience music, dance, or visual arts. The grant will allow for the inclusion of instructors in after-school programs to provide for these activities.

Year 2 Implementation

The initiatives will continue as implemented during the first year. New programs will be implemented as the programs are analyzed as to their effectiveness, and determined by data.

Year 3 Implementation

The initiatives will continue as implemented. New programs will be implemented as needed, and determined by data. As we have been building capacity over the last three years, the staff will now be ready to sustain these programs. Professional development and workshops will be continued to prepare staff to incorporate those initiatives that have been proven to be effective.

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.
USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	66,491.4
Student Data	
Dropout rate	NA
Student attendance rate	88.3
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA
Student Connection/School Climate	
Number of disciplinary incidents	47
Number of students involved in disciplinary incidents	47
Number of truant students	10

Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	30
Teacher Attendance Rate	97%

ATTACHMENT A

This attachment provides some idea of the various types of meetings at our school. All meetings (ILT, SIT, Grade Level, Subject Area, Staff Meetings, etc.) are located in a Binder for viewing at any time.

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Instructional Leadership Team

November 19, 2010

AGENDA

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Tentative Dates:

Wednesday, December 1, 2010	Internet Video review
	Develop Agenda for Staff Orientation
Friday, December 3, 2010	Staff Walkthrough Orientation
Monday, December 6, 2010	First Week of Walkthroughs
Monday, December 13, 2010	Second Week of Walkthroughs

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Teachscape Staff Orientation

December 3, 2010

AGENDA

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1. Introduction to Leadership Team ………………… T. Sanders
   Mary Wright, Principal   Betty Jones, Chair,   Nona Harris

   Michele Harris   Stacey Martin, Recorder

   Taneka Sanders, CoChair   Kim Bradley

2. Introduction to Teachscape ……………………… B. Jones

3. The Walk Through Process (CWT)……………… N. Harris

4. Example of the Process (Video) ………………….. K. Bradley

5. Questions……………Questions…………………Questions

Leadership Meeting Notes
Date: December 15, 2010
Time: 2:35 pm
Attendees: Bradley, Harris, Heath, Jones, Martin, Murphy, Wright

Leadership training meeting times and dates - Jan 11 12:30-3:30 and Jan 14, 8:30 - 11:30

In regards to the walk throughs, each individual must input info into the system, (further training and access should and will be during the Jan training sessions.
 we also must complete an entire section. ex all of 2 and then move on to a new section.

Finalized our meeting dates with Mrs. Wright, the Leadership team will meet on the 2nd and 4th Wednesdays of the month from 3:45 to 4:45.

Mrs. Wright determined 2 main issues for our school:
1. Instructional practices
2. Student engagement
potential 3rd- Discipline

As a school we need a Student code of Ethics, a consistent plan known school wide by students, parents and
staff (developed by the School Improvement Team)

note to all: put practices in place as the Leadership Team> pass on to the staff> classroom=success

Introduce to staff and students Blooms Taxonomy, and reproduce the handbook that was developed by the School Improvement Team

Set a dateline for Minute and Agenda:
Minutes distributed to all members by the Tuesday before the meeting
any topics of discussion for the Agenda must be submitted to Ms. Jones by 3pm on Tuesday before the meeting

Our goal is to obtain Student Academic Achievement

Instructional Leadership Team Meeting

Date: Feb.9, 2011

Time: 3:40-5:30

Attendance: Jones, Harris, Heath, Martin, Murphy,Bradley, WrightJoined by Mrs. Winters(Wayne RESA –Process Mentor) Donna (Teachscape)

As a group we reviewed feedback from the state regarding part two of the SIG Grant.

Jones needs to consult with Mrs. Wright regarding Special Ed dollars

Each member reviewed and discussed areas of improvement and what needs to be addressed so that we can assemble as a group and read over the entire proposal before we submit it on the 17th of Feb.

Mrs. Winters entered the meeting and introduced herself to the team. She is our Process Mentor from Wayne RESA . She will work in addition to an in conjunction with Teachscape to better service the ILT so that we can guide and direct staff toward student improvement.

Mrs. Winters informed us that a Data Coach is necessary and hopefully will be available to Stewart sometime in March to help analyze New MEAP data and work with the ILT members.

Mrs. Winters agreed to meet with the ILT the next day Thursday, to assist us in the rewrite of the designated components of the SIG grant that needs adjusting.

ILT needs to finish all of 3 in our walkthroughs, this will give us the data we looking for in order to establish an appropriate professional development.

Reflections of the last Teachscape meeting; Agreed by ILT to ask for an Agenda from Teachscape when they come in to provide professional development.

ILT will create our own evaluation form for Teachscape and after each professional development or meeting members will fill out an evaluation which we will share with the our Teachscape contact.

Ms. Jones needs to email Ed for all previous agendas and timesheets.

Donna, Teachscape Rep informed ILT that she will be in the building all day on Feb.11th to conduct CWT's and provide k-2 teachers feedback from what was gathered from teachers on Tuesday.

The CWT will focus on math for Friday 2/11

INSTRUCTIONAL LEADERSHIP TEAM

February 9, 2011

AGENDA

1. SIG Feed Back

2. CWT Walkthroughs

3. Teachscape Professional Development Reflections

4. K-2 Teachers meeting with Teachscape Partner

Stewart Learning Academy

School Improvement Team Meeting

January 13, 2011

Members present	Gwendolyn Woods/teacher gr.7Mary
Wright/principal	Taneka Murphy/teacher gr. 8
Betty Jones/chair	Kim Bradley/middle school math
Nona Harris/Instructional specialist	
Michelle Heath/counselor	

<u>School Climate</u>

The uniform policy must be enforced by all teachers in order to have cohesiveness amongst our staff and consistency towards our school policy.

A motion was called to designate a parent volunteer to call parents of students breaking uniform policy.

<u>Lockers</u>

Students are only allowed to enter lockers during the following times: before homeroom, before and after lunch, dismissal

Supply disbursement

There was a motion to devise a team to help distribute supplies. Most of the supplies are currently being ordered and they have not come into the building.

Grant money (spending)

DPS has purchased an information system. Therefore, we no longer need to purchase the Big Mouth system to monitor our student attendance. We will discuss more spending ideas during the next meeting.

Classs of the Month

Guidelines were set for choosing the class of the month.

Classes must have:

Good attendance

No suspensions

No tardiness

 Uniforms

Good citizenship

A daily report form will be created to monitor every class.

Professional development

Grant writing

Technology (use of netbooks w/curriculum)

Classroom management

Excel workshop

Dates to remember

January 27	SIT lunch meeting	11:30 - 12:45p.m.
February 4	SIT meeting	2:30 - 3:30p.m.

February 17   SIT lunch meeting   11:30 - 12:45p.m

Things to do

Hand out uniform policy to all teachers

Create posters displaying school policies in the for the hallways

Create a report form for student of the month class monitoring

Agenda notes must be handed to Ms. Jones by Wednesday January 26, 2011 for the upcoming lunch meeting (January 27, 2011).

Stewart K-8 Learning Academy

Staff Meeting

Agenda

1.   Call to order/Welcome

2.   Introduction

3.   Administration Report Mrs. M. Wright, Principal

4.   Teachscape

5.   Report Card Date, Thursday, November 4, 2010

6.   Leadership Team Formation

7.   Volunteers needed.

8.   Comments and Concerns

7.   Adjournment

Stewart K-8 Learning Academy

Staff Meeting

Friday, October 22, 2010

1.   Call to order/Welcome

2.   Teachscape

3.   Report Card Date, Thursday, November 4, 2010

4.   Comments and Concerns

5.   Break out Session
    • Grade Level/Subject Area

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS
School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Stewart Elementary School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
111 - Basic Programs – Elementary	Four (4) Intervention Teachers Reading and Mathematics for Elementary and Middle 4 FTE + Salary and Benefits	4	$290,064	$132,105					$422,169
111 - Basic Programs – Elementary	One (1) School Service Assistant to support academic activities under the direction of the Teacher. 1 FTE Salary + Benefits	1	$15,914	$17,002					$32,916
	Sub-Total	5	$305,978	$149,107					$455,085

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
118 - Basic Programs – Pre–School	One (1) Pre-School Teacher: 1 FTE Salary + Benefits	1	$72,516	$33,026					$105,542
	Sub-Total	1	$72,516	$33,026					$105,542

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Big Screen Television for multiple class viewing to be located in the auditorium 1 @ $5000					$5,000			$5,000
125 - Added Needs – Compensatory Education	Classroom Television with DVD's 25 @ $1000					$25,000			$25,000
125 - Added Needs – Compensatory Education	Purchase of ten (10) Student Sets/Prentice Hall to be located throughout the building - classroom material 10 @ 2500					$25,000			$25,000
125 - Added Needs – Compensatory Education	Purchase of Weekly Reader Connect - an innovative online reading program for grades K-6. Weekly Reader Connect is available as a school-wide subscription/licenses.					$1,653			$1,653

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Stewart Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Purchase of Science Kits 2 @ $5000					$10,000			$10,000
125 - Added Needs – Compensatory Education	Purchase of Math Intervention (IXL).com 40 @ $200					$8,000			$8,000
125 - Added Needs – Compensatory Education	Purchase of Math Intervention License (IXL)					$5,000			$5,000
125 - Added Needs – Compensatory Education	Classroom Jeopardy 2 sets per class (middle) @ $894 *11					$9,834			$9,834
125 - Added Needs – Compensatory Education	Extended Day/Afterschool Math/Reading Material					$25,000			$25,000
125 - Added Needs – Compensatory Education	Enrichment Literature $500 per classroom (40)					$20,000			$20,000
125 - Added Needs – Compensatory Education	Student Academic Incentives					$50,000			$50,000
125 - Added Needs – Compensatory Education	Student Workshops (Neighborhood Legal Services/Visionary)				$50,000				$50,000
125 - Added Needs – Compensatory Education	Student/Peer Mentor Program for Math/Reading				$25,000				$25,000
125 - Added Needs – Compensatory Education	Cost for Purchase Service Instructional: Improving Math with Music/After-School Program				$10,000				$10,000
125 - Added Needs – Compensatory Education	Cost to purchase supplies/material: Academic/Reading and Math DVD's/ Software					$5,000			$5,000
125 - Added Needs – Compensatory Education	Cost to purchase Porcelain-steel magnetic dry erase whiteboards					$25,000			$25,000
125 - Added Needs – Compensatory Education	Cost to establish Academic Resource Room to support core subject areas.					$90,473			$90,473
	Sub-Total				$85,000	$304,960			$389,960

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Stewart Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Attendance Monitor Stipend	1	$3,585	$1,415					$5,000
	Sub-Total	1	$3,585	$1,415					$5,000

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers "Wilson Read Workshop"				$20,000				$20,000
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers "Project Read Workshop"				$20,000				$20,000
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers "Math Intervention Program Workshop"				$25,000				$25,000
221 - Improvement of Instruction	Purchase of Teacher Academic Subscriptions 40 @ $50					$2,000			$2,000
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers : Use of Smart Boards/Smart Wireless Slates; Response to Intervention/Reading Recovery; High Yield Instructional Strategies/ Blackboard Connect; Connecting the Internet to Instruction; Workshops.				$250,000				$250,000
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers : Team Building; Best Practices; Creating a Positive School and Classroom Culture; Multisensory Math Techniques Workshops				$200,000				$200,000
221 - Improvement of Instruction	Professional Development Activities for Staff to attend Teacher/Subject specific Conferences $600 maximum each Teacher for 40 teachers.				$24,000				$24,000
221 - Improvement of Instruction	Cost to maintain Teacher Memberships in Academic Area(s)							$8,000	$8,000

For Stewart Elementary School

	Sub-Total				$539,000	$2,000		$8,000	$549,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer–Assisted Instruction	Purchase of technology effectively implementing use of SMART Boards, Software & components throughout Stewart. 21 @ $2400					$50,400			$50,400
225 - Computer–Assisted Instruction	Purchase of technology effectively implementing use of SMART Tables, Software & components throughout Stewart 4 @ $8000					$32,000			$32,000
225 - Computer–Assisted Instruction	Purchase of seventy (70) Desktop Computers to be located in classrooms throughout the building 70 @ $600					$42,000			$42,000
225 - Computer–Assisted Instruction	Purchase of forty (40) SMART Wireless slates 40 @ $500					$20,000			$20,000
225 - Computer–Assisted Instruction	Laptop compters 40 @ $1200					$48,000			$48,000
225 - Computer–Assisted Instruction	Purchase of Video equipment					$5,000			$5,000
225 - Computer–Assisted Instruction	Purchase of technology for increasing of Instruction/Learning Digital Cameras, Media Center, Computers, Projectors, Smart Boards					$25,000			$25,000
225 - Computer–Assisted Instruction	Cost for Pruchase Supplies/Material: SMART Learner Response System (includes a class set of 40 response systems) @ $78000					$78,000			$78,000
	Sub-Total					$300,400			$300,400

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	School Improvement Grant Monitor/Facilitor One (1) FTE Salary + Benefits	1	$76,000	$34,013					$110,013

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Stewart Elementary School

	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
Sub-Total	1	$76,000	$34,013					$110,013

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Parent Involvement Activities: Consultants/Purchased Services - Parent Academic Workshops (10 week Math/Reading), MEAP, Literacy, Understanding the Data; Refreshments				$50,000				$50,000
331 - Community Activities	Cost of Supplies/Materials to support Parent Involvement activities folders, supplemental books & computer software					$25,000			$25,000
331 - Community Activities	Cost Parent Involvement Activities: Consultants/Purchased Services of Education/Health Fair				$10,000				$10,000
	Sub-Total				$60,000	$25,000			$85,000
	Sub Total	8	$458,079	$217,561	$684,000	$632,360		$8,000	$2,000,000
	Indirect Cost (Max Allowed: 4.45%)								$0
	Grand Total								$2,000,000
	Allocation								$0

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student sets/Prentice Hall	$25,000.00
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Weekly Reader Digital Connect K-6	$1,653.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Teacher Academic Subscriptions 40 @ $50.00	$2,000.00
		CAPITAL OUTLAY	Classrooom Furniture	$100,000.00
		CAPITAL OUTLAY	Porcelain steel white markers	$25,000.00
		CAPITAL OUTLAY	Science Kits	$10,000.00
		CAPITAL OUTLAY	Math Intervention (IXL).com 40 @ $200.00	$8,000.00
		CAPITAL OUTLAY	Math Intervention License (IXL)	$5,000.00
		CAPITAL OUTLAY	Classroom Jeopardy 2 sets per class (middle) @ $893.90 x 11	$9,832.90
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Extended day After-School math/reading Material	$25,000.00
		CAPITAL OUTLAY	Enrichment Literature $500.00 per classrooom (40)	$20,000.00
		CAPITAL OUTLAY	Student Academic Incentives (rewarding accomplisments in targeted areas eg. (identify numbers to 100) etc.	$50,000.00
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Attendace Monitor Stipend	$5,000.00
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student Workshops (Neighborhood Legal Services/Visionary)	$50,000.00
		CAPITAL OUTLAY	Student/Math Peer Mentor for Reading	$25,000.00
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Intervention Teachers Rdg. And Math Ele/Middle 4 @ $100,000.00	$400,000.00
		CAPITAL OUTLAY	Pre-School Teacher	$100,000.00
		CAPITAL OUTLAY	Pre-School Assistant	$50,000.00
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Professional Development (training in the following)	$250,000.00
			Use of Smart Boards/Smart Wireless Slates	
			Response to Intervention/Reading Recovery	
			High Yield Instructional Strategies/Blackboard Connect	
			Connecting the Internet to Instruction	
			Team Building, Grant Writing, Best Practices for Best Results, Creating a Ppositive School and Clasroom Culture, Multisensory Math Techniques	
		CAPITAL OUTLAY Whole School Staff Merit Incentive		$200,000.00
		CAPITAL OUTLAY	Improving Math with Music/After-School Program	$10,000.00
		CAPITAL OUTLAY	Academic/ Reading and Math DVD's/ Software	$5,000.00
		CAPITAL OUTLAY	Teacher/Subject specific Conferences 600 max each teacher (40)	$24,000.00
		CAPITAL OUTLAY	Teacher Memberships in Academic Area	$8,000.00
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Smart Boards 21@ $2,400.00	$50,400.00
		CAPITAL OUTLAY	Smart Tables 4 @ $8,000.00	$32,000.00
		CAPITAL OUTLAY	Desktop Computers for classrooms 70 @ $600.00	$42,000.00
		CAPITAL OUTLAY	Smart Wireless Slates 40 @ $500.00	$20,000.00
		CAPITAL OUTLAY	Big Screen Tv for Multiple Class Viewing in Auditorium	$5,000.00
		CAPITAL OUTLAY	Classroom Televisions with DVD's	$25,000.00
		CAPITAL OUTLAY	Laptops 40 @ $1,200.00	$48,000.00
		CAPITAL OUTLAY	Video Equipment	$5,000.00

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY	Media Center /cameras, computers, projectors, smart boards	$25,000.00
		CAPITAL OUTLAY	Smart Response Systems (clickers) 40 sets/each classroom	$78,000.00
		OTHER EXPENDITURES		
227	Academic Student Assessment			
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Wilson Read	$20,000.00
		CAPITAL OUTLAY	Project Read	$20,000.00
		CAPITAL OUTLAY	Math Intervention Program	$25,000.00
		CAPITAL OUTLAY		
230	General Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
232	Executive Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
240	School Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
250	Support Services Business	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
257	Internal Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
266	Operation and Maintenance	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	School Improvement Grant Monitor/Facilitator	$100,000.00
280	Central Support Services	OTHER EXPENDITURES		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
281	Planning, Research, Development	OTHER EXPENDITURES		
	and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
283	Staff/Personnel Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
300	Community Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Parent Academic Paid Workshops (10 week math and reading)	$50,000.00
		CAPITAL OUTLAY	Parent Professional Development /MEAP/Financial Literacy/Undersstanding the Data	$25,000.00
311	Community Services Direction	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Education /Health Fair	$10,000.00
		OTHER EXPENDITURES	Miscellaneous	11,114.10
			TOTAL	$2,000,000.00

Stewart Year 2

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student sets/Prentice Hall	$25,000.00
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Weekly Reader Digital Connect K-6	$1,653.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Teacher Academic Subscriptions 40 @ $50.00	$2,000.00
		CAPITAL OUTLAY	Science Kits	$10,000.00
		CAPITAL OUTLAY	Math Intervention (IXL).com 40 @ $200.00	$8,000.00
		CAPITAL OUTLAY	Math Intervention License (IXL)	$5,000.00
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Extended day After-School math/reading Material	$25,000.00
		CAPITAL OUTLAY	Enrichment Literature $500.00 per classrooom (40)	$20,000.00
		CAPITAL OUTLAY	Student Academic Incentives (rewarding accomplishments in targeted areas eg. (identify numbers to 100) etc.	$50,000.00
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Attendace Monitor Stipend	$5,000.00
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student Workshops (Neighborhood Legal Services/Visionary)	$50,000.00
		CAPITAL OUTLAY	Student/Math Peer Mentor for Reading	$25,000.00
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Intervention Teachers Rdg. And Math Ele/Middle 4 @ $100,000.00	$400,000.00
		CAPITAL OUTLAY	Pre-School Teacher	$100,000.00
		CAPITAL OUTLAY	Pre-School Assistant	$50,000.00
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Data Coach	$74,000.00
		BENEFITS		$25,900.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Professional Development (training in the following)	$250,000.00
			Use of Smart Boards/Smart Wireless Slates	
			Response to Intervention/Reading Recovery	
			High Yield Instructional Strategies/Blackboard Connect	
			Connecting the Internet to Instruction	
			Team Building, Grant Writing, Best Practices for Best Results, Creating a Ppositive School and Clasroom Culture, Multisensory Math Techniques	
		CAPITAL OUTLAY	Improving Math with Music/After-School Program	$10,000.00
		CAPITAL OUTLAY	Academic/ Reading and Math DVD's/ Software	$5,000.00
		CAPITAL OUTLAY	Teacher/Subject specific Conferences 600 max each teacher (40)	$24,000.00
		CAPITAL OUTLAY	Teacher Memberships in Academic Area	$8,000.00
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		OTHER EXPENDITURES		
227	Academic Student Assessment			
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Wilson Read	$20,000.00
		CAPITAL OUTLAY	Project Read	$20,000.00
		CAPITAL OUTLAY	Math Intervention Program	$25,000.00
		CAPITAL OUTLAY		
230	General Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
232	Executive Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
240	School Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
250	Support Services Business	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
257	Internal Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
266	Operation and Maintenance	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	School Improvement Grant Monitor/Facilitator	$100,000.00
280	Central Support Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
281	Planning, Research, Development and Evaluation	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
283	Staff/Personnel Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
300	Community Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Parent Academic Paid Workshops (10 week math and reading)	$50,000.00
		CAPITAL OUTLAY	Parent Professional Development /MEAP/Financial Literacy/Undersstanding the Data	$25,000.00
311	Community Services Direction	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Education /Health Fair	$10,000.00
		OTHER EXPENDITURES	Miscellaneous	11,114.10
			TOTAL	$1,434,667.10

Stewart Year 3

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student sets/Prentice Hall	$25,000.00
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Weekly Reader Digital Connect K-6	$1,653.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Teacher Academic Subscriptions 40 @ $50.00	$2,000.00
		CAPITAL OUTLAY	Classrooom Furniture	$100,000.00
		CAPITAL OUTLAY	Porcelain steel white markers	$25,000.00
		CAPITAL OUTLAY	Science Kits	$10,000.00
		CAPITAL OUTLAY	Math Intervention (IXL).com 40 @ $200.00	$8,000.00

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY	Math Intervention License (IXL)	$5,000.00
		CAPITAL OUTLAY	Classroom Jeopardy 2 sets per class (middle) @ $893.90 x 11	$9,832.90
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Extended day After-School math/reading Material	$25,000.00
		CAPITAL OUTLAY	Enrichment Literature $500.00 per classroom (40)	$20,000.00
		CAPITAL OUTLAY	Student Academic Incentives (rewarding accomplisments in targeted areas eg. (identify numbers to 100) etc.	$50,000.00
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Attendace Monitor Stipend	$5,000.00
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Student Workshops (Neighborhood Legal Services/Visionary)	$50,000.00
		CAPITAL OUTLAY	Student/Math Peer Mentor for Reading	$25,000.00
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Intervention Teachers Rdg. And Math Ele/Middle 4 @ $100,000.00	$400,000.00

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY	Pre-School Teacher	$100,000.00
		CAPITAL OUTLAY	Pre-School Assistant	$50,000.00
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Professional Development (training in the following)	$250,000.00
			Use of Smart Boards/Smart Wireless Slates	
			Response to Intervention/Reading Recovery	
			High Yield Instructional Strategies/Blackboard Connect	
			Connecting the Internet to Instruction	
			Team Building, Grant Writing, Best Practices for Best Results, Creating a Ppositive School and Clasroom Culture, Multisensory Math Techniques	
		CAPITAL OUTLAY	Improving Math with Music/After-School Program	$10,000.00
		CAPITAL OUTLAY	Academic/ Reading and Math DVD's/ Software	$5,000.00
		CAPITAL OUTLAY	Teacher/Subject specific Conferences 600 max each teacher (40)	$24,000.00
		CAPITAL OUTLAY	Teacher Memberships in Academic Area	$8,000.00
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		OTHER EXPENDITURES		
227	Academic Student Assessment			
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Wilson Read	$20,000.00
		CAPITAL OUTLAY	Project Read	$20,000.00
		CAPITAL OUTLAY	Math Intervention Program	$25,000.00
		CAPITAL OUTLAY		
230	General Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
232	Executive Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
240	School Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
250	Support Services Business	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
257	Internal Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
266	Operation and Maintenance	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	School Improvement Grant Monitor/Facilitator	$100,000.00
280	Central Support Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
281	Planning, Research, Development and Evaluation	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
283	Staff/Personnel Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
300	Community Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Parent Academic Paid Workshops (10 week math and reading)	$50,000.00
		CAPITAL OUTLAY	Parent Professional Development /MEAP/Financial Literacy/Undersstanding the Data	$25,000.00
311	Community Services Direction	OTHER EXPENDITURES		

Stewart Learning Academy

Stewart Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	Education /Health Fair	$10,000.00
		OTHER EXPENDITURES	Miscellaneous	11,114.10
			TOTAL	$1,469,600.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement ("SIPA") is entered into by and between _____ Michigan Department of Education (State) _____ Wayne RESA_____ (ISD/RESA/ or other partner(s) and Detroit Public Schools_____ ("LEA"). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I.   **SCOPE OF WORK**
The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by _____ **Detroit Public Schools and Stewart School** _____ **is TURNAROUND** _____;

II.   **PROJECT ADMINISTRATION**
A.   **QUALIFYING LEA RESPONSIBILITIES**

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

1)   Choose to implement one of four options identified in this agreement and develop a corresponding plan.

2)   Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.

3)   Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).

5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.

6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.

7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.

2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.

2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.

2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

4) Identify sources of technical assistance as needed.

5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

1) It has all requisite power and authority to execute this partnership agreement.

2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.

3) It will implement the Plan that has been approved by the Michigan Department of Education.

4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.

5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.

6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).

7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date _*Robert C. Boll*_ Print Name/Title
ROBERT C. Bohb Emergency Financial Managero

President of Local School Board (or equivalent) - required:

Signature/Date _*Anthony Adams*_ Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title
_____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title
_____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
_____